DOCUMENT RESUME

ED 260 715 IR 051 215

TITLE	Fifth Annual Oswego County Storytelling Contest. District Liaison's Packet; Librarian's Packet; Checklist for Teachers; 1985 Student Storytelling Handbook.
INSTITUTION	Oswego County School Library System, Mexico, NY.
PUB DATE	[85]
NOTE	59p.; Best copy available.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Check Lists; Competition; *Creative Activities; Educational Administration; Elementary Education; *Evaluation Criteria; Extracurricular Activities; Guidelines; Instructional Materials; Objectives; *Orientation Materials; Program Descriptions; *Regional Programs; *Story Telling
IDENTIFIERS	*Contests; *Story Telling by Children

ABSTRACT

This document comprises the materials used in the administration of the fifth annual Oswego County (New York) storytelling contest for students in grades 3-8. The District Liaison's Packet contains copies of all materials used, including contest guidelines; a contest timetable; judging criteria; hints on storytelling; a bibliography; checklists for teachers, librarians, and district liaisons; draft letters to parents and contributors; and report forms A (to report awards needed for classroom and building level competition), B (to report awards needed for district level competition), and C (to report information needed for county level contest printed program and for the facilitation of the competition). The librarians' and teachers' packets contain appropriate materials from the list above. The Student Storytelling Handbook includes a list of contest dates and prizes; basic tips on selecting, learning, and telling the story; and a copy of the criteria to be used in judging the storytelling contest. (THC)

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ED260715

FIFTH ANNUAL

OSWEGO COUNTY

STORYTELLING CONTEST

DISTRICT LIAISON'S PACKET

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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GOALS OF THE CONTEST

* To improve the student's ability to read
* To foster creative language growth
* To heighten student's appreciation of literature
* To develop and enhance the student's listening and memorization skills
* To increase student's self esteem
* To develop poise and confidence in speaking before a group

Oswego County School Library System

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District Liaison's Packet

PAGE		CONTENTS		COLOR
1-2		Contest Guidelines		Goldenrod
3	*	Contest Timetable		Blue
4	*	Judging Criteria		White
5		Hints on Storytelling		Yellow
6	*	Bibliography		Pink
7		Checklist for Teachers		Buff
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8a		Checklist for District Liaisons		Gray
9		Draft Letter to Parents		White
10		Report Form A:	Use to report Awards needed for Classroom and Building Level Competition	Blue
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13		Report Form C:	Use to report information needed for County Level Contest Printed Program and for the facilitation of the Competition	Yellow

The above 1985 Contest Information Packet has been revised.
PLEASE READ THROUGH YOUR PACKET CAREFULLY.

* Refers to revisions

STORYTELLING CONTEST GUIDELINES

1. Categories of storytelling participants (Grades 3-8) are:

   a. Level I - Third and fourth Grade students
   b. Level II - Fifth and Sixth Grade students
   c. Level III - Seventh and Eighth Grade students

2. Types of stories acceptable for competition are: folktales, fairytales, myths, legends, tall tales or fables. Also acceptable are nontraditional (modern) stories which are structurally similar to these. These latter types must be approved by the building Library Media Specialist or the designated building Contest Coordinator.

   It is recommended that a child be guided to an appropriate story of the above type (folktale, fairytale, etc.). "Appropriate" refers to trying to match a story, in terms of length and difficulty, to the child's interest, capabilities and experience.

   FOLKTALES: All forms of narratives, written or oral, which have come to be handed down through the ages. They have no known authors, strictly speaking, but many collectors and compilers.

   FAIRYTALES: A particular type of folktale that takes place in an unreal world without definite locality or time (Once upon a time ..."). Contains elements of magic and supernatural happenings. Sometimes called a "wonder tale." Thus, all fairytales are folktales - but not all folktales are fairytales (if they lack the "wonder" elements of magical events -- as many do). Examples: Collections by Grimm, Jacobs, Lang, Perrault, Anderson, etc. (Modern example: The Foolish Giant, by Bruce Coville)

   MYTHS: A myth is a narrative that tells of origin, explains natural or social phenomena, or suggests the destiny of humans through the interaction of people and supernatural beings. (Norse, Greek, Hawaiian, etc. - any country's/culture's myth). (Modern example: The Fall of Freddie the Leaf, by Leo Buscaglia)

(Continued on next page)

STORYTELLING CONTEST GUIDELINES (Continued)

LEGEND: Purports to be an account of an extraordinary happening believed to have actually occurred. It may recount a legend of something which happened in a past time at a particular place. Example: "Robin Hood," "El Cid," "William Tell," "King Arthur," and ghost stories. (Modern example: "Dinner by the Pound," a local story from Sandy Creek)

Most American Indian Stories are called "legends." These "legends" may include myths and how-and-why stories (pourquoi stories). Example: The Long Tailed Bear and Other Indian Legends, by Natalia M. Belting.

TALL TALES: Tales of lies and exaggerations - sometimes considered folktales, but actually many are not. Examples: "Paul Bunyan," "Baron Munchausen," "Pecos Bill," etc. (Modern example: Could Be Worse, by James Stevenson.

FABLES: An animal tale with an acknowledged moral purpose. The moral purpose is the essential quality which distinguishes the fable from other animal tales. Examples: Collection of Aesop and The Panchatantra, Kipling's Just-So Stories about animals.

3. A story should be selected whose maximum presentation length is approximately 10 minutes. There is no requirement on the minimum length.

4. A storyteller must learn the story from a published version. Word-for-word memorization is not mandatory.

5. Storyteller must tell the story without use of any written material or props.

6. The use of gestures is optional and should be natural and appropriate to the story. They should, however, be minimal and students should be cautioned to guard against theatrics.

7. The story should be appropriate in terms of length and difficulty to the level of competition.

8. Contestants may not tell the same story they told in competition the year before.

9. Poems are not acceptable; stories must be in prose.

COMPETITION TIMETABLE

TEACHERS:	Conduct CLASSROOM or GRADE-LEVEL Competition	by March 15 . . .	Ribbon (Winner and Runner-up
LIBRARY MEDIA SPECIALISTS: . .	Conduct BUILDING Competition	by March 22 . . .	Medal (Winner and Runner-up
DISTRICT COORDINATORS: . .	Conduct DISTRICT Competition	by March 29 . . .	Plaque (Winner and Runner-up
SCHOOL LIBRARY SYSTEM:	Conduct COUNTY COMPETITION . . . . . Date: April 17, 1985 Place: Mexico Middle School Fravor Road 6 p.m.		Trophy for Student (Winner and Runner-up) Plaque for School of Winner and Runner-up)

OSWEGO COUNTY SCHOOL LIBRARY SYSTEM STORYTELLING CONTEST

Criteria for judging the Storytelling Contest (revised 1985)

A. Storyteller is required to know the story.

B. Storyteller must tell the story without use of any written material or props. Use of podium is optional.

C. Gestures are optional and should be kept to a minimum to avoid theatrics.

D. The maximum length of the presentation should be approximately 10 minutes. There is no requirement on the minimum length.

E. Stories may be either: fairytales, folktales, myths, legends, tall tales, or fables.

F. Each item on the scale below will be rated from 1-10 points. Maximum: 80 points.

	high 10	9	8	7	6	5	4	3	2	lo 1
1. Enunciation and pronunciation: Does the Storyteller pronounce the words correctly and clearly?										
2. Eye-to-Eye Contact: Does the Storyteller look at the audience?										
3. Does the Storyteller know the story?										
4. Pacing: Does the Storyteller tell the story at a comfortable pace?										
5. Poise: Is the Storyteller relaxed? Does he/she use distracting mannerisms?										
6. Does the Storyteller speak loudly enough to be heard by the audience?										
7. Is voice inflection used to enhance/interpret the story?										
8. Overall Presentation /Captivating Quality										

Title of Story _____

Student's Name _____

Grade/School _____

Total _____

BEST COPY AVAILABLE

HINTS ON STORYTELLING

This outline gives a few basic tips on storytelling. A number of resources are available (see Storytelling Bibliography) which provide additional suggestions.

SELECTING THE STORY

The storyteller should select a story (folktale, fairytale, myth, legend, tall tale or fable) that they themselves enjoy.

HOW DOES THE STORY "TELL"?

Encourage students to test their selected story by reading it aloud and listening to how it "tells." Not all stories "tell" well, even though they may "read" well silently.

LEARNING THE STORY

1. Most storytellers do not try to memorize their stories.

2. Rather than trying to memorize, suggest students read their story several times. (Aloud, if possible.)

3. Close the book, and try to visualize the action in a sequence of pictures (like an internal filmstrip). Students should be guided in their sequence of mental pictures by answering the questions:

   a. What is happening?
   b. What happens next?

4. Students should prepare an introduction of the characters and setting, i.e., "Once upon a time there were three bears who lived together in a house in a forest." (This could be memorized.)

5. Following introduction have students "play back" their sequence of pictures in their heads and practice describing what they are "seeing."

   At first, description will be simple and bare. Ask questions (What kind of expression is on the dwarf's face? What sort of clothes is the Princess wearing?) to help build a more exciting description.

6. If there are words or phrases in the story that must be exact, have students record them on file cards and memorize them.

(Continued on next page)

HINTS ON STORYTELLING (Continued)

TELLING THE STORY

1. Voice -

   a. An essential of good storytelling is an expressive, flexible voice.

   b. Learn to conserve and control breathing.

   c. Use a low-pitched, full voice; project voice to be heard by all.

2. Poise -

   Try to relax; eliminate distracting mannerisms; if you forget the story — don't panic, pause and pick it up again.

3. Eye-to-Eye Contact -

   Make eye contact with your audience to involve them.

4. Timing -

   Use pauses, pace and volume to add any inflection, emphasis and style; try not to rush or go too slowly.

5. Enunciation and pronunciation -

   Speak clearly, distinctly, and pronounce words correctly.

Single most helpful suggestion for all beginning storytellers is simply SLOW DOWN. Children tend to race through the words before they forget them.

STORYTELLING

Bibliography from the Oswego County School Library System

Winners and runners-up of the 1982, 1983 and 1984 contests tell their stories on 3/4" color videocassette programs available for borrowing (two-week loan) from the Oswego County BOCES' CRC:

Level I	1982	VC342
	1983	VC427
	1984	VC536
Level II	1982	VC343
	1983	VC428
	1984	VC537
Level III	1982	VC344
	1983	VC429
	1984	VC538

*** All materials listed in this section are available for two-week loan from the Oswego County School Library System. Send requests in care of the CRC. ***

VIDEOCASSETTES

VC260 Creative Storytelling Techniques: Mixing the Media with Dr. Caroline Feller Bauer 3/4" color videocassette, 30 min. Demonstrates more than a dozen stories, each told, and dramatized, in a different way.

VC267 1980 Winners of the Annual City-wide Storytelling Contest, New York City. 3/4" color videocassette, approximately 20 min. The students who won the third annual contest present their stories.

VC261, Pt I; VC262, Pt II Storytelling: A Practical Approach. 3/4" color videocassette, approx. 90 min. Tape of workshop presented by Karen Hare and Kathy Ross, April, 1980, which includes tips on story selection, preparation and presentation.

AUDIO CASSETTES

398.2 AND Andersen, Hans Christian. Hans Christian Andersen in Central Park. Featuring Diane Wolkstein telling "Hans Clodhopper", "The Goblin and the Grocer", "The Ugly Duckling", "The Emperor's New Clothes" and "The Nightingale".

398.2 FOL — Folktellers: Tales to Grow On. A collection of stories by Connie Regan and Barbara Freeman for children that include: "Dark Dark Night", Sody Sallyraytus", "The King at the Door", and "Wicked John and the Devil".

398.2 TOR — Torrence, Jackie. Legends from the Black Tradition. Contents: "The Legend of John Henry", "The Legend of Annie Christmas", "The Legend of Stag-o-Lee" and "How Brer Rabbit Outsmarted the Frogs".

398.2 TOR — Torrence, Jackie. The Story Lady. Stories include: "Jack and the Varmints", "Tilly", "Brer Possum's Dilemma" and "Kate the Bell Witch of Tennessee".

FILMSTRIPS

398.2 LIT — Literature for Children. Series 8, All about folktales. Pied Piper Productions 1983. 6 filmstrips, 6 sound cassettes. Titles include: "Folktales Then and Now", "Folktale Wisdom", "Folktale Characters", "Folktales from Afar", "Funny Folktales" and "The Magical World of Folktales".

BOOKS

808.0685 BA — Baker, Augusta and Ellin Greene. Storytelling: Art and Technique. Bowker, 1977. Basic guide to storytelling techniques for the beginning storyteller or one who has already been working professionally with storytellers.

372.64 BAU — Bauer, Carolyn Feller. Handbook for Storytellers. American Library Association, 1977. The chapter on preparing and telling includes tips on selecting, learning, and telling a story. Other chapters include multimedia storytelling techniques and a great variety of mechanical aids. Illustrated Single Tales is one of the many excellent bibliographies included at the end of each chapter.

398.2 DES — DeSpain, Pleasant. Pleasant Journeys, Volume I and Volume II. Writing Works, 1979. Each volume contains twenty-two short, tellable tales representing numerous cultures and countries of the world.

372.64 DEW — DeWit, Dorothy. Children's Face Looking Up: Program Building for the Storyteller. American Library Association, 1979. Includes a definition of the tellable table, how to modify or abridge a tale and tips for tellers.

028.5 IAR — Iarusso, Marilyn Berg (compiled) Stories: A List of Stories to Tell and Read Aloud. (7th ed) New York Public Library. 1977 A bibliography of stories to tell to children with annotations that catch the flavor of the tale.

808.5 PEL — The World of Storytelling. Bowker, 1978 c 1977. The author provides a history of storytelling, including discussion of types of storytelling format and style and the training of storytellers.

372.2 SCH — Shimmel, Nancy. Just Enough to Make a Story. (2nd edition) Sweet Pea Press, 1982. A guidebook containing ideas on finding, learning and telling stories.

SUGGESTED SOURCES FOR STORIES

The possibilities are endless -- please see your school library media specialist for these and other titles.

*Aesop. The Fables of Aesop. MacMillan, 1950

Anderson, Hans Christian. The Complete Fairy Tales and Stories. Doubleday, 1974.

Briggs, Katharine. British Folktales. Pantheon Paperback, 1977. (A short form of her 4 volume Dictionary of British Folk-Tales)

Clarkson A. and Cross, G.B. World Folktales. Scribner, 1980.

Chase, Richard. Grandfather Tales. Houghton, 1948.

_____. Jack Tales. Houghton Mifflin, 1943.

Courlander, Harold. Cow-Tail Switch and other West African Stories. Holt, Rinehart and Winston.

_____. The Hat-Shaking Dance and other Ashanti Tales from Ghana. Harcourt Brace Jovanovich.

D'Aulaire, Ingri and Parin, Edgar. East of the Sun and West of the Moon. Twenty-one Norwegian Folktales. Viking, 1969.

Gag, Wanda. Tales from Grimm. Coward-McCann, 1936.

Jacobs, Joseph. Celtic Folk and Fairytales. Dover, 1968.

_____. English Fairytales. Dover, 1967.

Kipling, Rudyard. Just So Stories. Doubleday, 1970.

*Lester, Julius. The Knee High Man. Dial, 1972.

**Lurie, Alison. Clever Gretchen and Other Forgotten Tales. Crowell, 1980.

Perrault, Charles. Perrault's Fairy Tales. Doubleday, 1972.

Sewell, Helen. Book of Myths. MacMillan, 1942.

Shapiro, Irwin. Tall Tales of America. Guild Press, 1959.

* Recommended for Level I
** Recommended for Level III

Bibliography from the Oswego County School Library System

MICROFICHE TITLES ONLY

Baker, Barbara Lehfeldt. "Storytelling: Past and Present" (microfiche), 1979. Traces the history of storytelling, discusses some contemporary master storytellers, also explores the controversy between the traditional and multimedia methods of storytelling, and presents some current practitioners of the craft. Appendices include information about storytelling organizations and workshops in the United Stated. ED 184 506.

Cone, Dick and Rahla Hall. "Storytelling: All About Me" (microfiche), 1976. Provides ideas for a multidisciplinary storytelling course which trains fifth-graders to tutor second-graders. ED 169 578.

Dobbs, Sherry. "The African Folktale. An Instructional Unit for Seventh Grade English" (microfiche), 1977. Presents a 3-week seventh grade English unit on the African folktale. Appendices offer some folktales and an annotated bibliography of sources for the tales used in the unit. ED 188 998.

"Help Tell the Story" (microfiche). Missouri Library Association. This guide offers suggestions and lists resources that are of aid in telling stories in which children can actively participate. Five types of participation stories are discussed. ED 186 936.

King, Helen. "Storytellers, Story Writers: A Research Report" (microfiche), 1979. A study in which third-graders wrote and told their own stories. Points out the types of stories written and problems which occurred in the storytelling. ED 169 561.

Shannon, George. "Storytelling & Children: Enjoyment and Much More" (microfiche), 1979. Discusses the vital role of storytelling and folktales in fostering children's understanding and use of language. ED 186 935.

Stewig, John. "Storyteller: An Endangered Species" (microfiche), 1975. Discusses the problems of storytelling and offers five procedures to use in learning to tell stories. ED 105 471.

Tafoya, Terry. "Coyote in the Classroom: The Use of American Indian Oral Tradition with Young Children" (microfiche), 1979. Proposes that stories such as legends, myths and fairytales teach children more about reality than newscasts for young children. Uses stories to illustrate this point. ED 185 572.

Thomas, Maureen Mulroy and Mikesell, Susan. "Oral Story-Telling: The Why's and How's" (microfiche), 1980. Discusses reasons why oral storytelling is a useful technique and presents step-by-step instructions for how to tell a story. ED 183 283.

Whaley, Charles. "Reading: May the Force Return to Us" (microfiche, 1978. Focuses on the ways the oral tradition and storytelling nourish the love of reading.

Wright, Stephanie. "Music, Songs and Literature" (microfiche), 1979. Describes three teaching units which integrate music and literature, including a lesson plan that incorporates storytelling.

CHECKLIST FOR TEACHERS

The following procedures are suggested for the CLASSROOM TEACHER

_____ 1. Discuss with your students the Storytelling Contest itself; how to select a story to tell; and techniques for learning and telling stories. You may want to work with your school librarian and refer to "Hints to Storytelling" (yellow sheet in packet) for assistance.

_____ 2. Identify the students participating in the contest and forward their names to your school library media specialist on or before Friday, February 1.

_____ 3. Provide time for practice in supervised areas, during class time, library or free periods. Suggestions for practice include cassette recording, students working in pairs telling their stories to each other, video taping.

_____ 4. Establish date for classroom competition before Friday, March 15.

_____ 5. Select judges for your classroom competition (suggestions include community members, reading teachers, administrators and retired teachers).

_____ 6. Conduct classroom competition. Forward the name(s) of your classsroom winner(s) and a copy of the winning stories, to your school library media specialist on or before Tuesday, March 19.

STORYTELLING CONTEST CHECKLIST FOR THE BUILDING LIBRARY MEDIA SPECIALIST

____ 1. Distribute storytelling contest packet to principals and teachers and discuss contest with them.

____ 2. Review guidelines, objectives, timetable, etc., with participating teachers. (This information is found in Storytelling Packet.)

____ 3. Distribute Student Contest Packets to contestants in your building either directly or via the classroom teacher.

____ 4. Approve any nontraditional (modern) story a participant in your school has chosen to tell which is structurally similar to a folktale, a fairytale, etc. (See Contest Guidelines, #2, for definitions of folktales, fairytales, etc.)

____ 5. Arrange for information explaining the contest to be sent home to parents in a letter or included in a school newsletter or on the back of the monthly school menu, etc. A Draft Letter to Parents has been attached for your assistance.

____ 6. Identify number of students participating in each level and complete and forward FORM A -- Classroom and Building Level Competition to District Liaison on or before Wednesday, February 6.

____ 7. Establish dates for the following:
   a. Classroom competitions by March 15.
   b. Building competition by March 22.

____ 8. Request names of the classroom winners, and a copy of their story, be sent to you by Tuesday, March 19.

____ 9. Plan and reserve facility for building competition, have podium available, no microphone. (Suggest use of audience, perhaps school assembly program.)

____10. Select judges for building competition (suggestions include community members, librarians from public library, reading teachers, administrators, retired teachers.)

____11. Send Judging Packet to judges in advance of the building competition. (Copies of Judging Packet will be sent to you before March.)

____12. Arrange publicity for building level competition. (You may want to send an article to the newspaper and/or arrange for pictures to be taken.)

____13. Conduct building competition. Forward names and addresses of the finalists and an alternate for each level, as well as a copy of the story, to the District Liaison by Tuesday, March 26.

_____: STORYTELLING CONTEST CHECKLIST FOR THE DISTRICT STORYTELLING LIAISON

____ 1. Offer assistance and respond to questions from participants; act as a liaison to the Oswego County School Library System.

____ 2. Establish time, date and site (podium available, no microphone) for the district competition, to be held by Friday, March 29. Share this information with the principal and library media specialist in each participating school in the district.

____ 3. Identify and contact sources for possible money contributions to offset the cost of trophies and awards presented to the contest winners at each level of competition. A Draft Letter to Potential Contributors is enclosed to assist you in this task. Checks should be made to: Oswego County Storytelling Contest.

____ 4. Collect REPORT FORM A from building library media specialists on or before Wednesday, February 6, 1985. Forward a copy of each building's REPORT FORM A to Anne Sidwell, CRC, Oswego County BOCES, by Friday, February 8.

____*5. Identify number of students participating in the District Level Competition. Complete and forward REPORT FORM B to Anne Sidwell, CRC, Oswego County BOCES, by Friday, February 8.

____*6. Arrange newspaper publicity for District Competition.

____ 7. Receive names of winners and copies of their stories from buildings on or before Tuesday, March 26.

____ 8. Conduct District Competition.

____ 9. Complete the enclosed REPORT FORM C and forward it, along with at least one copy of the winners' and alternates' stories (If possible, send three copies of winners' stories (not alternates') to Anne Sidwell, CRC, Oswego County BOCES, no later than Tuesday, April 2.)

____10. Arrange for winners of your district to participate in the County-Level Storytelling Contest on Wednesday, April 17, beginning at 6 p.m. at the Mexico Middle School, Fravor Road. (This includes making sure winners have transportation to Mexico.)

*To insure that the prizes and certificates will be available in time for the competitions, please forward to Anne Sidwell, CRC, Oswego County BOCES, by Friday, February 8, 1985:

- Completed REPORT FORM A'S (one from each building in your district)

- Completed REPORT FORM B'S (one from your district)

1985

DRAFT: LETTER TO BE SENT TO PARENTS

Dear _____

The fifth annual Oswego County Storytelling Contest will shortly begin. This activity contributes academically to the development of creativity and language arts skills, and in terms of the personal growth of participants to poise and self-confidence. Of equal importance, it is a great deal of fun to be involved! For these reasons, we would like to encourage and invite all children in grades 3-8 to participate in the Storytelling Contest.

Participants are divided for competition into three levels:

a. Level I - Third and Fourth grade students
b. Level II - Fifth and Sixth grade students
c. Level III - Seventh and Eighth grade students

The competition is conducted initially in the child's classroom (by March 15). Winners of classroom competition compete in a building level competition (by March 22). These winners meet in district competition (by March 29). District winners meet in countywide competition on Wednesday, April 17, at Mexico Fravor Road Middle School, starting at 6:00 p.m.

Your child's classroom teacher and school librarian have details on the Contest, and would be happy to hear from you if you have any questions or desire more information.

Participation in Storytelling will be a unique, educationally valuable, and personally rewarding experience for your child. Your support and encouragement will help make the fifth annual Storytelling Conest the best ever!

Sincerely,

REPORT FORM A

PLEASE FORWARD TO YOUR STORYTELLING DISTRICT LIAISON BY: February 6, 1985.

OSWEGO COUNTY SCHOOL LIBRARY SYSTEM

COUNTYWIDE STORYTELLING CONTEST

REPORT FORM A: Use to report Awards needed for Classroom and Building Level Competition

School and District: _____

CLASSROOM OR GRADE LEVEL COMPETITION

	Level I	Level II	Level III
Number of students participating (Determines number of certificates of participation needed.)			
Number of blue ribbons needed (1 ribbon for each classroom competing)			

BUILDING LEVEL COMPETITION

	Level I	Level II	Level III
Number of students participating (Determines number of certificates of participation needed)			
Number of medallions needed (Estimated number of building winners)			

Please forward information to your Storytelling District Liaison by Wednesday February 6, 1985.

_____
Name

1985

DRAFT: LETTER TO BE SENT TO POTENTIAL CONTRIBUTORS

Dear _____

The fifth annual Oswego County Storytelling Contest, sponsored by the Oswego County School Library System, will be held on April 17, 1985. I am asking for your support of this event on behalf of the ___#___ ___district___ students in grades 3 - 8 who will be participating in this program.

The first four Oswego County Storytelling Contests, held in 1981, 1982, 1983 and 1984, were enthusiastically received by students, teachers, administrators, and community members alike. They provided an opportunity to further the development of creative language, reading skills and poise, as well as to achieve recognition.

Your contribution will offset the costs of certificates which are presented to every child who tells a story in the Contest, as well as trophies and awards which are presented to the winners and runners-up at each level.

Please contact me at _____ for further information and/or to make a donation.

CHECKS SHOULD BE MADE TO: OSWEGO COUNTY STORYTELLING CONTEST

Thank you!

Sincerely,

REPORT FORM **B**

PLEASE FORWARD TO ANNE SIDWELL BY: February 8, 1985

OSWEGO COUNTY SCHOOL LIBRARY SYSTEM
COUNTYWIDE STORYTELLING CONTEST

REPORT FORM B: Use to report Awards needed for District Level Competition.

District: _____

DISTRICT LEVEL COMPETITION

	Level I	Level II	Level III
Number of students participating (Determines number of certificates of participation needed)			
Number of Plaques - Winner (one for each level in which you have students competing)			
Number of Plaques - Runner-up (one for each level in which you have students competing)			

PLEASE FORWARD THIS INFORMATION TO ANNE SIDWELL BY FRIDAY, FEBRUARY 8, 1985

_____
Name

PLEASE FORWARD TO ANNE SIDWELL BY: Tuesday, April 2, 1985

OSWEGO COUNTY SCHOOL LIBRARY SYSTEM
COUNTYWIDE STORYTELLING CONTEST

REPORT FORM C: Use to report information needed for County Level Contest Printed Program and for the facilitation of the Competition.

District: _____

Please complete the following information on your district's finalist and alternate for each level. List students' names as you wish them to appear in the program. (Check spelling of students' names and titles of stories.)

LEVEL I:

WINNER (name of student): _____

* Title of Story _____

_____

School: _____

ALTERNATE (name of student): _____

* Title of Story: _____

_____

School: _____

LEVEL II:

WINNER (name of student): _____

* Title of Story _____

_____

School: _____

ALTERNATE (name of student): _____

* Title of Story: _____

_____

School: _____

(OVER THE PAGE FOR LEVEL III)

LEVEL III:

WINNER (name of student): _____

* Title of Story: _____

_____

School: _____

ALTERNATE (name of student): _____

* Title of Story: _____

_____

School: _____

* Please forward one copy of each winner's and alternate's story, no later than Tuesday, April 2, 1985, to Anne Sidwell, CRC, Oswego County BOCES.

If possible, send three copies of winners' (not alternates') stories.

FIFTH ANNUAL

OSWEGO COUNTY

STORYTELLING CONTEST

TEACHER PACKET

GOALS OF THE CONTEST

- ★ To improve the student's ability to read
- ★ To foster creative language growth
- ★ To heighten student's appreciation of literature
- ★ To develop and enhance the student's listening and memorization skills
- ★ To increase student's self esteem
- ★ To develop poise and confidence in speaking before a group

Oswego County School Library System

The following procedures are suggested for the CLASSROOM TEACHER

_____ 1. Discuss with your students the Storytelling Contest itself; how to select a story to tell; and techniques for learning and telling stories. You may want to work with your school librarian and refer to "Hints on Storytelling" (yellow sheet in packet) for assistance.

_____ 2. Identify the students participating in the contest and forward their names to your school library media specialist on or before Friday, February 1.

_____ 3. Provide time for practice in supervised areas, during class time, library or free periods. Suggestions for practice include cassette recording, students working in pairs telling their stories to each other, video taping.

_____ 4. Establish date for classroom competition before Friday, March 15.

_____ 5. Select judges for your classroom competition (suggestions include community members, reading teachers, administrators and retired teachers).

_____ 6. Conduct classroom competition. Forward the name(s) of your classsroom winner(s) and a copy of the winning stories, to your school library media specialist on or before Tuesday, March 19.

Checklist for Teachers

STORYTELLING CONTEST GUIDELINES

1. Categories of storytelling participants (Grades 3-8) are:

   a. Level I - Third and fourth Grade students
   b. Level II - Fifth and Sixth Grade students
   c. Level III - Seventh and Eighth Grade students

2. Types of stories acceptable for competition are: folktales, fairytales, myths, legends, tall tales or fables. Also acceptable are nontraditional (modern) stories which are structurally similar to these. These latter types must be approved by the building Library Media Specialist or the designated building Contest Coordinator.

   It is recommended that a child be guided to an appropriate story of the above type (folktale, fairytale, etc.). "Appropriate" refers to trying to match a story, in terms of length and difficulty, to the child's interest, capabilities and experience.

   FOLKTALES: All forms of narratives, written or oral, which have come to be handed down through the ages. They have no known authors, strictly speaking, but many collectors and compilers.

   FAIRYTALES: A particular type of folktale that takes place in an unreal world without definite locality or time (Once upon a time ..."). Contains elements of magic and supernatural happenings. Sometimes called a "wonder tale." Thus, all fairytales are folktales - but not all folktales are fairytales (if they lack the "wonder" elements of magical events -- as many do). Examples: Collections by Grimm, Jacobs, Lang, Perrault, Anderson, etc. (Modern example: The Foolish Giant, by Bruce Coville)

(Continued on next page)

Guidelines - Timetable/Prizes

STORYTELLING CONTEST GUIDELINES (Continued)

MYTHS: A myth is a narrative that tells of origin, explains natural or social phenomena, or suggests the destiny of humans through the interaction of people and supernatural beings. (Norse, Greek, Hawaiian, etc. - any country's/culture's myth). (Modern example: The Fall of Freddie the Leaf, by Leo Buscaglia)

LEGEND: Purports to be an account of an extraordinary happening believed to have actually occurred. It may recount a legend of something which happened in a past time at a particular place. Example: "Robin Hood," "El Cid," "William Tell," "King Arthur," and ghost stories. (Modern example: "Dinner by the Pound," a local story from Sandy Creek)

Most American Indian Stories are called "legends." These "legends" may include myths and how-and-why stories (pourquoi stories). Example: The Long Tailed Bear and Other Indian Legends, by Natalia M. Belting.

TALL TALES: Tales of lies and exaggerations - sometimes considered folktales, but actually many are not. Examples: "Paul Bunyan," "Baron Munchausen," "Pecos Bill," etc. (Modern example: Could Be Worse, by James Stevenson.

FABLES: An animal tale with an acknowledged moral purpose. The moral purpose is the essential quality which distinguishes the fable from other animal tales. Examples: Collection of Aesop and The Panchatantra, Kipling's Just-So Stories about animals.

(Continued on next page)

STORYTELLING CONTEST GUIDELINES (Continued)

3. A story should be selected whose maximum presentation length is approximately 10 minutes. There is no requirement on the minimum length.

4. A storyteller must learn the story from a published version. Word-for-word memorization is not mandatory.

5. Storyteller must tell the story without use of any written material or props.

6. The use of gestures is optional and should be natural and appropriate to the story. They should, however, be minimal and students should be cautioned to guard against theatrics.

7. The story should be appropriate in terms of length and difficulty to the level of competition.

8. Contestants may not tell the same story they told in competition the year before.

9. Poems are not acceptable; stories must be in prose.

(Continued on next page)

STORYTELLING CONTEST GUIDELINES (Continued)

COMPETITION TIMETABLE

TEACHERS:	Conduct CLASSROOM or GRADE-LEVEL Competition . . . . by March 15 . . .	Ribbon (Winner and Runner-up)
LIBRARY MEDIA SPECIALISTS:	Conduct BUILDING Competition . . . . . by March 22 . . .	Medal (Winner and Runner-up)
DISTRICT COORDINATORS: . .	Conduct DISTRICT Competition . . . . . by March 29 . . .	Plaque (Winner and Runner-up)
SCHOOL LIBRARY SYSTEM:	Conduct COUNTY COMPETITION . . . . . Date; April 17, 1985 Place: Mexico Middle School Fravor Road 6 p.m.	Trophy for Student (Winner and Runner-up) Plaque for School of Winner and Runner-up

HINTS ON STORYTELLING

This outline gives a few basic tips on storytelling. A number of resources are available (see Storytelling Bibliography) which provide additional suggestions.

SELECTING THE STORY

The storyteller should select a story (folktale, fairytale, myth, legend, tall tale or fable) that they themselves enjoy.

HOW DOES THE STORY "TELL"?

Encourage students to test their selected story by reading it aloud and listening to how it "tells." Not all stories "tell" well, even though they may "read" well silently.

LEARNING THE STORY

1. Most storytellers do not try to memorize their stories.
2. Rather than trying to memorize, suggest students read their story several times. (Aloud, if possible.)
3. Close the book, and try to visualize the action in a sequence of pictures (like an internal filmstrip). Students should be guided in their sequence of mental pictures by answering the questions:

    a. What is happening?
    b. What happens next?

4. Students should prepare an introduction of the characters and setting, i.e., "Once upon a time there were three bears who lived together in a house in a forest." (This could be memorized.)
5. Following introduction have students "play back" their sequence of pictures in their heads and practice describing what they are "seeing."

    At first, description will be simple and bare. Ask questions (What kind of expression is on the dwarf's face? What sort of clothes is the Princess wearing?) to help build a more exciting description.
6. If there are words or phrases in the story that must be exact, have students record them on file cards and memorize them.

(Continued on next page)

Hints on Storytelling

HINTS ON STORYTELLING (Continued)

TELLING THE STORY

1. Voice -
   a. An essential of good storytelling is an expressive, flexible voice.
   b. Learn to conserve and control breathing.
   c. Use a low-pitched, full voice; project voice to be heard by all.
2. Poise -
   Try to relax; eliminate distracting mannerisms; if you forget the story — don't panic, pause and pick it up again.
3. Eye-to-Eye Contact -
   Make eye contact with your audience to involve them.
4. Timing -
   Use pauses, pace and volume to add any inflection, emphasis and style; try not to rush or go too slowly.
5. Enunciation and pronunciation -
   Speak clearly, distinctly, and pronounce words correctly.

Single most helpful suggestion for all beginning storytellers is simply SLOW DOWN. Children tend to race through the words before they forget them.

Judging Criteria

(See Next Page)

OSWEGO COUNTY SCHOOL LIBRARY SYSTEM STORYTELLING CONTEST 1985

Criteria for judging the Storytelling Contest (revised 1985)

BEST COPY AVAILABLE

A. Storyteller is required to know the story.

B. Storyteller must tell the story without use of any written material or props. Use of podium is optional.

C. Gestures are optional and should be kept to a minimum to avoid theatrics.

D. The maximum length of the presentation should be approximately 10 minutes. There is no requirement on the minimum length.

E. Stories may be either: fairytales, folktales, myths, legends, tall tales, or fables.

F. Each item on the scale below will be rated from 1-10 points. Maximum: 80 points.

	high 10	9	8	7	6	5	4	3	2	low 1
1. Enunciation and pronunciation: Does the Storyteller pronounce the words correctly and clearly?										
2. Eye-to-Eye Contact: Does the Storyteller look at the audience?										
3. Does the Storyteller know the story?										
4. Pacing: Does the Storyteller tell the story at a comfortable pace?										
5. Poise: Is the Storyteller relaxed? Does he/she use distracting mannerisms?										
6. Does the Storyteller speak loudly enough to be heard by the audience?										
7. Is voice inflection used to enhance/interpret the story?										
8. Overall Presentation /Captivating Quality										

Title of Story _____

Student's Name _____

Total _____

FIFTH ANNUAL

OSWEGO COUNTY

STORYTELLING CONTEST

LIBRARIAN'S PACKET

GOALS OF THE CONTEST

* To improve the student's ability to read
* To foster creative language growth
* To heighten student's appreciation of literature
* To develop and enhance the student's listening and memorization skills
* To increase student's self esteem
* To develop poise and confidence in speaking before a group

Oswego County School Library System

Librarian's Packet

PAGE		CONTENTS	COLOR
1-2		Contest Guidelines	Goldenrod
3	*	Contest Timetable	Blue
4	*	Judging Criteria	White
5		Hints on Storytelling	Yellow
6	*	Bibliography	Pink
7		Checklist for Teachers	Buff
8		Checklist for Librarians	Purple
9		Draft Letter to Parents	White
10		Report Form A: Use to report Awards needed for Classroom and Building Level Competition	Blue
11		Draft Letter for Contributors	White

The above 1985 Contest Information Packet has been revised.
PLEASE READ THROUGH YOUR PACKET CAREFULLY.

* Refers to revisions

Oswego County School Library System 1985

STORYTELLING CONTEST GUIDELINES

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   It is recommended that a child be guided to an appropriate story of the above type (folktale, fairytale, etc.). "Appropriate" refers to trying to match a story, in terms of length and difficulty, to the child's interest, capabilities and experience.

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STORYTELLING CONTEST GUIDELINES (Continued)

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3. A story should be selected whose maximum presentation length is approximately 10 minutes. There is no requirement on the minimum length.

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OSWEGO COUNTY SCHOOL LIBRARY SYSTEM STORYTELLING CONTEST

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7. Is voice inflection used to enhance/interpret the story?										
8. Overall Presentation /Captivating Quality										

Title of Story _____

Student's Name _____

Grade/School _____

Total _____

HINTS ON STORYTELLING

This outline gives a few basic tips on storytelling. A number of resources are available (see Storytelling Bibliography) which provide additional suggestions.

SELECTING THE STORY

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Single most helpful suggestion for all beginning storytellers is simply SLOW DOWN. Children tend to race through the words before they forget them.

STORYTELLING

Bibliography from the Oswego County School Library System

Winners and runners-up of the 1982, 1983 and 1984 contests tell their stories on 3/4" color videocassette programs available for borrowing (two-week loan) from the Oswego County BOCES' CRC:

Level I	1982	VC342
	1983	VC427
	1984	VC536
Level II	1982	VC343
	1983	VC428
	1984	VC537
Level III	1982	VC344
	1983	VC429
	1984	VC538

*** All materials listed in this section are available for two-week loan from the Oswego County School Library System. Send requests in care of the CRC. ***

VIDEOCASSETTES

VC260 Creative Storyteliing Techniques: Mixing the Media with Dr. Caroline Feller Bauer 3/4" color videocassette, 30 min. Demonstrates more than a dozen stories, each told, and dramatized, in a different way.

VC267 1980 Winners of the Annual City-wide Storytelling Contest, New York City. 3/4" color videocassette, approximately 20 min. The students who won the third annual contest present their stories.

VC261, Pt I; VC262, Pt II Storytelling: A Practical Approach. 3/4" color videocassette, approx. 90 min. Tape of workshop presented by Karen Hare and Kathy Ross, April, 1980, which includes tips on story selection, preparation and presentation.

AUDIO CASSETTES

398.2 AND Andersen, Hans Christian. Hans Christian Andersen in Central Park. Featuring Diane Wolkstein telling "Hans Clodhopper", "The Goblin and the Grocer", "The Ugly Duckling", "The Emperor's New Clothes" and "The Nightingale".

398.2 FOL — Folktellers: Tales to Grow On. A collection of stories by Connie Regan and Barbara Freeman for children that include: "Dark Dark Night", Sody Sallyraytus", "The King at the Door", and "Wicked John and the Devil".

398.2 TOR — Torrence, Jackie. Legends from the Black Tradition. Contents: "The Legend of John Henry", "The Legend of Annie Christmas", "The Legend of Stag-o-Lee" and "How Brer Rabbit Outsmarted the Frogs".

398.2 TOR — Torrence, Jackie. The Story Lady. Stories include: "Jack and the Varmints", "Tilly", "Brer Possum's Dilemma" and "Kate the Bell Witch of Tennessee".

FILMSTRIPS

398.2 LIT — Literature for Children. Series 8, All about folktales. Pied Piper Productions 1983. 6 filmstrips, 6 sound cassettes. Titles include: "Folktales Then and Now", "Folktale Wisdom", "Folktale Characters", "Folktales from Afar", "Funny Folktales" and "The Magical World of Folktales".

BOOKS

808.0685 BA — Baker, Augusta and Ellin Greene. Storytelling: Art and Technique. Bowker, 1977. Basic guide to storytelling techniques for the beginning storyteller or one who has already been working professionally with storytellers.

372.64 BAU — Bauer, Carolyn Feller. Handbook for Storytellers. American Library Association, 1977. The chapter on preparing and telling includes tips on selecting, learning, and telling a story. Other chapters include multimedia storytelling techniques and a great variety of mechanical aids. Illustrated Single Tales is one of the many excellent bibliographies included at the end of each chapter.

398.2 DES — DeSpain, Pleasant. Pleasant Journeys, Volume I and Volume II. Writing Works, 1979. Each volume contains twenty-two short, tellable tales representing numerous cultures and countries of the world.

372.64 DEW — DeWit, Dorothy. Children's Face Looking Up: Program Building for the Storyteller. American Library Association, 1979. Includes a definition of the tellable table, how to modify or abridge a tale and tips for tellers.

028.5 IAR — Iarusso, Marilyn Berg (compiled) Stories: A List of Stories to Tell and Read Aloud. (7th ed) New York Public Library. 1977 A bibliography of stories to tell to children with annotations that catch the flavor of the tale.

808.5 PEL — The World of Storytelling. Bowker, 1978 c 1977. The author provides a history of storytelling, including discussion of types of storytelling format and style and the training of storytellers.

372.2 SCH — Shimmel, Nancy. Just Enough to Make a Story. (2nd edition) Choice Press, 1982. A guidebook containing ideas on finding, learning and telling stories.

SUGGESTED SOURCES FOR STORIES

The possibilities are endless -- please see your school library media specialist for these and other titles.

*Aesop. The Fables of Aesop. MacMillan, 1950

Anderson, Hans Christian. The Complete Fairy Tales and Stories. Doubleday, 1974.

Briggs, Katharine. British Folktales. Pantheon Paperback, 1977. (A short form of her 4 volume Dictionary of British Folk-Tales)

Clarkson A. and Cross, G.B. World Folktales. Scribner, 1980.

Chase, Richard. Grandfather Tales. Houghton, 1948.

_____. Jack Tales. Houghton Mifflin, 1943.

Courlander, Harold. Cow-Tail Switch and other West African Stories. Holt, Rinehart and Winston.

_____. The Hat-Shaking Dance and other Ashanti Tales from Ghana. Harcourt Brace Jovanovich.

D'Aulaire, Ingri and Parin, Edgar. East of the Sun and West of the Moon. Twenty-one Norwegian Folktales. Viking, 1969.

Gag, Wanda. Tales from Grimm. Coward-McCann, 1936.

Jacobs, Joseph. Celtic Folk and Fairytales. Dover, 1968.

_____. English Fairytales. Dover, 1967.

Kipling, Rudyard. Just So Stories. Doubleday, 1970.

*Lester, Julius. The Knee High Man. Dial, 1972.

**Lurie, Alison. Clever Gretchen and Other Forgotten Tales. Crowell, 1980.

Perrault, Charles. Perrault's Fairy Tales. Doubleday, 1972.

Sewell, Helen. Book of Myths. MacMillan, 1942.

Shapiro, Irwin. Tall Tales of America. Guild Press, 1959.

* Recommended for Level I
** Recommended for Level III

Bibliography from the Oswego County School Library System

MICROFICHE TITLES ONLY

Baker, Barbara Lehfeldt. "Storytelling: Past and Present" (microfiche), 1979. Traces the history of storytelling, discusses some contemporary master storytellers, also explores the controversy between the traditional and multimedia methods of storytelling, and presents some current practitioners of the craft. Appendices include information about storytelling organizations and workshops in the United Stated. ED 184 506.

Cone, Dick and Rahla Hall. "Storytelling: All About Me" (microfiche), 1976. Provides ideas for a multidisciplinary storytelling course which trains fifth-graders to tutor second-graders. ED 169 578.

Dobbs, Sherry. "The African Folktale. An Instructional Unit for Seventh Grade English" (microfiche), 1977. Presents a 3-week seventh grade English unit on the African folktale. Appendices offer some folktales and an annotated bibliography of sources for the tales used in the unit. ED 188 998.

"Help Tell the Story" (microfiche). Missouri Library Association. This guide offers suggestions and lists resources that are of aid in telling stories in which children can actively participate. Five types of participation stories are discussed. ED 186 936.

King, Helen. "Storytellers, Story Writers: A Research Report" (microfiche), 1979. A study in which third-graders wrote and told their own stories. Points out the types of stories written and problems which occurred in the storytelling. ED 169 561.

Shannon, George. "Storytelling & Children: Enjoyment and Much More" (microfiche), 1979. Discusses the vital role of storytelling and folktales in fostering children's understanding and use of language. ED 186 935.

Stewig, John. "Storyteller: An Endangered Species" (microfiche), 1975. Discusses the problems of storytelling and offers five procedures to use in learning to tell stories. ED 105 471.

Tafoya, Terry. "Coyote in the Classroom: The Use of American Indian Oral Tradition with Young Children" (microfiche), 1979. Proposes that stories such as legends, myths and fairytales teach children more about reality than newscasts for young children. Uses stories to illustrate this point. ED 185 572.

Thomas, Maureen Mulroy and Mikesell, Susan. "Oral Story-Telling: The Why's and How's" (microfiche), 1980. Discusses reasons why oral storytelling is a useful technique and presents step-by-step instructions for how to tell a story. ED 183 283.

Whaley, Charles. "Reading: May the Force Return to Us" (microfiche, 1978. Focuses on the ways the oral tradition and storytelling nourish the love of reading.

Wright, Stephanie. "Music, Songs and Literature" (microfiche), 1979. Describes three teaching units which integrate music and literature, including a lesson plan that incorporates storytelling.

CHECKLIST FOR TEACHERS

The following procedures are suggested for the CLASSROOM TEACHER

_____ 1. Discuss with your students the Storytelling Contest itself; how to select a story to tell; and techniques for learning and telling stories. You may want to work with your school librarian and refer to "Hints to Storytelling" (yellow sheet in packet) for assistance.

_____ 2. Identify the students participating in the contest and forward their names to your school library media specialist on or before Friday, February 1.

_____ 3. Provide time for practice in supervised areas, during class time, library or free periods. Suggestions for practice include cassette recording, students working in pairs telling their stories to each other, video taping.

_____ 4. Establish date for classroom competition before Friday, March 15.

_____ 5. Select judges for your classroom competition (suggestions include community members, reading teachers, administrators and retired teachers).

_____ 6. Conduct classroom competition. Forward the name(s) of your classsroom winner(s) and a copy of the winning stories, to your school library media specialist on or before Tuesday, March 19.

STORYTELLING CONTEST CHECKLIST FOR THE BUILDING LIBRARY MEDIA SPECIALIST

____ 1. Distribute storytelling contest packet to principals and teachers and discuss contest with them.

____ 2. Review guidelines, objectives, timetable, etc., with participating teachers. (This information is found in Storytelling Packet.)

____ 3. Distribute Student Contest Packets to contestants in your building either directly or via the classroom teacher.

____ 4. Approve any nontraditional (modern) story a participant in your school has chosen to tell which is structurally similar to a folktale, a fairytale, etc. (See Contest Guidelines, #2, for definitions of folktales, fairytales, etc.)

____ 5. Arrange for information explaining the contest to be sent home to parents in a letter or included in a school newsletter or on the back of the monthly school menu, etc. A Draft Letter to Parents has been attached for your assistance.

____ 6. Identify number of students participating in each level and complete and forward FORM A -- Classroom and Building Level Competition to District Liaison on or before Wednesday, February 6.

____ 7. Establish dates for the following:
a. Classroom competitions by March 15.
b. Building competition by March 22.

____ 8. Request names of the classroom winners, and a copy of their story, be sent to you by Tuesday, March 19.

____ 9. Plan and reserve facility for building competition, have podium available, no microphone. (Suggest use of audience, perhaps school assembly program.)

____10. Select judges for building competition (suggestions include community members, librarians from public library, reading teachers, administrators, retired teachers.)

____11. Send Judging Packet to judges in advance of the building competition. (Copies of Judging Packet will be sent to you before March.)

____12. Arrange publicity for building level competition. (You may want to send an article to the newspaper and/or arrange for pictures to be taken.)

____13. Conduct building competition. Forward names and addresses of the finalists and an alternate for each level, as well as a copy of the story, to the District Liaison by Tuesday, March 26.

1985

DRAFT: LETTER TO BE SENT TO PARENTS

Dear _____

The fifth annual Oswego County Storytelling Contest will shortly begin. This activity contributes academically to the development of creativity and language arts skills, and in terms of the personal growth of participants to poise and self-confidence. Of equal importance, it is a great deal of fun to be involved! For these reasons, we would like to encourage and invite all children in grades 3-8 to participate in the Storytelling Contest.

Participants are divided for competition into three levels:

a. Level I - Third and Fourth grade students
b. Level II - Fifth and Sixth grade students
c. Level III - Seventh and Eighth grade students

The competition is conducted initially in the child's classroom (by March 15). Winners of classroom competition compete in a building level competition (by March 22). These winners meet in district competition (by March 29). District winners meet in countywide competition on Wednesday, April 17, at Mexico Fravor Road Middle School, starting at 6:00 p.m.

Your child's classroom teacher and school librarian have details on the Contest, and would be happy to hear from you if you have any questions or desire more information.

Participation in Storytelling will be a unique, educationally valuable, and personally rewarding experience for your child. Your support and encouragement will help make the fifth annual Storytelling Conest the best ever!

Sincerely,

REPORT FORM A

PLEASE FORWARD TO YOUR STORYTELLING DISTRICT LIAISON BY: February 6, 1985.

OSWEGO COUNTY SCHOOL LIBRARY SYSTEM

COUNTYWIDE STORYTELLING CONTEST

REPORT FORM A: Use to report Awards needed for Classroom and Building Level Competition

School and District: _____

CLASSROOM OR GRADE LEVEL COMPETITION

	Level I	Level II	Level III
Number of students participating (Determines number of certificates of participation needed.)			
Number of blue ribbons needed (1 ribbon for each classroom competing)			

BUILDING LEVEL COMPETITION

	Level I	Level II	Level III
Number of students participating (Determines number of certificates of participation needed)			
Number of medallions needed (Estimated number of building winners)			

Please forward information to your Storytelling District Liaison by Wednesday February 6, 1985.

_____
Name

1985

DRAFT: LETTER TO BE SENT TO POTENTIAL CONTRIBUTORS

Dear _____

The fifth annual Oswego County Storytelling Contest, sponsored by the Oswego County School Library System, will be held on April 17, 1985. I am asking for your support of this event on behalf of the ___#___ ___district___ students in grades 3 - 8 who will be participating in this program.

The first four Oswego County Storytelling Contests, held in 1981, 1982, 1983 and 1984, were enthusiastically received by students, teachers, administrators, and community members alike. They provided an opportunity to further the development of creative language, reading skills and poise, as well as to achieve recognition.

Your contribution will offset the costs of certificates which are presented to every child who tells a story in the Contest, as well as trophies and awards which are presented to the winners and runners-up at each level.

Please contact me at _____ for further information and/or to make a donation.

CHECKS SHOULD BE MADE TO: OSWEGO COUNTY STORYTELLING CONTEST

Thank you!

Sincerely,

Once upon a time...

A STORY is a SHARING of experience ... real or imagined
so it takes TWO to make a story come alive -
a WRITER and a READER or
a STORYTELLER or a LISTENER.

1985 STUDENT

STORYTELLING HANDBOOK

NAME: _____

ROOM: _____

STORY TITLE: _____

1985 STORYTELLING CONTEST DATES

	Dates
Classroom or Grade Level Competition	_____
Building Level Competition	_____
District Level Competition	_____
County Level Competition	April 17, 1985 Mexico Middle School Fravor Road 6 p.m.

PRIZES

CLASSROOM LEVEL COMPETITION
- Certificate to everyone who tells a story
- Blue Ribbon to Winner
- Red Ribbon to Runner-up

BUILDING LEVEL COMPETITION
- Certificate to everyone who tells a story
- Medal with Blue Ribbon to Winner
- Medal with Red Ribbon to Runner-up

DISTRICT COMPETITION
- Certificate to everyone who tells a story
- Plaque for Winner
- Smaller Plaque for Runner-up

COUNTY LEVEL COMPETITION
- Certificate to everyone who tells a story
- Trophy for Winner
- Smaller Trophy for Runner-up
- Plaque for School of Winner and Runner-up

SELECTING THE STORY

A few basic tips on storytelling:

1. You, the storyteller, should choose a story (folktale, fairytale, myth, legend, tall tale, or fable) that you enjoy. This is the most important part of storytelling; choosing the right story. CHOOSE A STORY THAT YOU WANT TO SHARE WITH OTHERS.

2. A story that is good for telling contains:

   a. Language - picturesque enough for the listener to "see" as well as hear the story.

   b. Strong plot with the sequence of events easy to follow.

   c. Characters who are so believable that the listeners will react to them and care about them.

   d. Satisfying ending - "They all lived happily ever after" - satisfies all doubts and tells the listener that all is well.

3. When you think you have the story you really want to learn and share ... read it out loud 5 times in a short period of time. If you still think that it is a good story ... it is probably a good one to learn. READ IT SLOWLY.

4. ALSO ... one of the times you are reading your story out loud ... time the story with a clock. An appropriate story length is between 2 and 10 minutes.

CHOOSING the RIGHT STORY is the

MOST IMPORTANT STEP.

CHOOSE CAREFULLY!

LEARNING THE STORY

1. Be sure you have chosen a story you like so much that you want to share it with others.

2. Read your story OUT LOUD 2 or 3 times each day for the first week. BE SURE that the last time you read it each day is just before you go to sleep. (Your sub-conscious somehow helps you learn the story while you are sleeping.)

3. If you have a tape recorder and would like to tape your story ... you can do it at the library and then listen and practice telling your story with the cassette.

4. Stories unfold for both teller and listener as a series of pictures. Try to visualize (SEE) the action of your story in a series of pictures (like a filmstrip).

   Think about:

   1. what is happening.

   2. what happens next?

5. Start telling your story as soon as you can visualize it in a series of pictures.

6. Tell your story whenever you get a chance and to anyone who will listen. The more you tell it ... the more it becomes a part of you. Telling is the only way to discover the places in the story where the words don't sound right or where your memory fails you.

   TELL IT! TELL IT! TELL IT! TELL IT! TELL IT!

   Telling your story to listeners will show you other places where you'll want to work to improve your telling.

7. Use mirrors - real mirrors (to see how you look), human mirrors (to interact with) and recordings - (to hear how you sound).

* * * * ALL CAN HELP YOU TO POLISH YOUR STORY * * * *

TELLING YOUR STORY

1. Practice saying your name, the title of your story, and what book it came from.

2. Pause before your story - think of the first line before you begin and then speak directly to your audience as if you are talking to your best friend.

3. Voice -

   a. Speak loudly enough to be heard by your audience.
   b. Use your voice to help you be expressive. (E.g. The way you talk can help make you sound angry, surprised, frightened, happy or sad.)
   c. Do not use a special voice for each character in your story.
   d. Do not use an accent or dialect unless you are sure it makes your story better.

4. Poise -

   Everyone feels nervous. Feel your feet on the ground. It helps to take a deep breath, look around at your audience in a friendly way ... Remember you have a story to share. Everyone wants to hear your story. Think of the audience as your best friend.

   If you forget your story - don't panic, pause, picture where you are in the story and pick it up again.

5. Eye-to-eye contact -

   It is important to be able to see everyone and for everyone to be able to see you. When you look at your audience they know they are involved. You will see your audience enjoying your story by watching their eyes.

6. Timing -

   Use pauses, at just the right moment, for just the right length of time - to provide a feeling of suspense and anticipation. Try not to rush or go too slowly ... DO NOT HURRY. You have spent the time learning your story ... now enjoy sharing it. The more you practice the better you become.

7. Enunciation and Pronunciation -

   Speak clearly, distinctly, and pronounce words correctly.

8. Listen carefully to other storytellers. They have stories to share with you. From each storyteller you will learn something new.

BE DYNAMIC - PUT YOURSELF INTO THE TELLING

OSWEGO COUNTY SCHOOL LIBRARY SYSTEM STORYTELLING CONTEST 1985

Criteria for judging the Storytelling Contest (revised 1985)

A. Storyteller is required to know the story.

B. Storyteller must tell the story without use of any written material or props. Use of podium is optional.

C. Gestures are optional and should be kept to a minimum to avoid theatrics.

D. The maximum length of the presentation should be approximately 10 minutes. There is no requirement on the minimum length.

E. Stories may be either: fairytales, folktales, myths, legends, tall tales, or fables.

F. Each item on the scale below will be rated from 1-10 points. Maximum: 80 points.

	high 10	9	8	7	6	5	4	3	2	low 1
1. Enunciation and pronunciation: Does the Storyteller pronounce the words correctly and clearly?										
2. Eye-to-Eye Contact: Does the Storyteller look at the audience?										
3. Does the Storyteller know the story?										
4. Pacing: Does the Storyteller tell the story at a comfortable pace?										
5. Poise: Is the Storyteller relaxed? Does he/she use distracting mannerisms?										
6. Does the Storyteller speak loudly enough to be heard by the audience?										
7. Is voice inflection used to enhance/interpret the story?										
8. Overall Presentation /Captivating Quality										

Title of Story _____

Student's Name _____

Grade/School _____

Total _____

59

59